



### **Arabic:**

Students will learn relevant vocabulary and make a poster about weather in Qatar. They will discuss the weather in Qatar and how its geographical location affects the weather, read

non-fiction texts about weather and listen to weather forecasts. For the summative assessment task, students will prepare a role-play about the four seasons.

### **Spanish:**

Students will read current events and locate the places on earth where these events are happening. They will learn specific unit vocabulary and draw maps which include a key. They will talk about how the geographical location of a country impacts on lifestyle and present a news report on a weather-related event.

### **French B:**

The unit will begin with students reviewing the language of introducing themselves and talking about their holiday. They will learn how to say numbers in French and to talk about temperature. They will learn vocabulary for giving a weather forecast e.g. it will be hot and sunny. They will then use that language to describe a certain place; e.g. In....(students choose the country) it is hot and sunny. I would wear.... They will present this in a group.

**French Mother Tongue:** Students will parallel the unit of inquiry by creating their own country and writing a report about its geography. They will revise instructional writing and tenses.

### **How parents can help**

Explore atlases and online maps with your child and discuss their purposes and features. Encourage your child to use the technical vocabulary related to this unit of inquiry. Encourage your child to watch or read news articles related to the unit (new technology for navigation, extreme weather events).

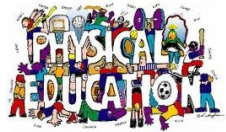
***The Grade 5 team***

### **P.E.**

Students will complete the first unit on Indoor Athletics. This will include a variety of throwing, jumping and running events. They will measure the timing of running and distance of jumps. Students will also review and extend their orienteering skills such as mapping, grid references, coordinates and compass bearings.

### **Music:**

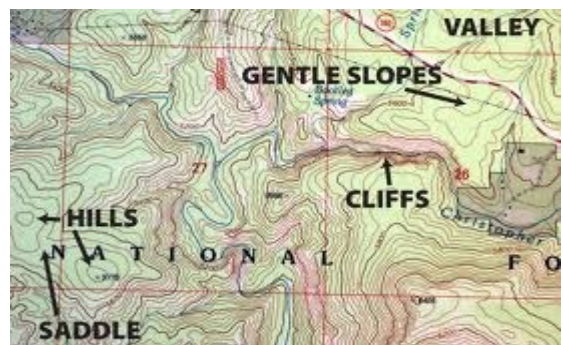
Students will listen to Bach and identify musical elements; they will share and discuss a song or music from their culture. Students will also invent symbols to represent sounds of different instruments. In singing they will learn 'Wake Me Up'. Students will explore how music is added to silent movies and create their own movie, coordinating music and movement.

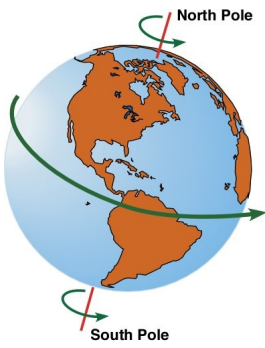


### **Unit Vocabulary**

Please have a look at the vocabulary below and discuss it with your child. You may do this in whatever language you like in order to facilitate better understanding. The complete list of unit vocabulary will be posted on the Wikispace.

longitude	compass
topography	latitude
temperature	equator
axis	continent
meridian	environment
direction	contour lines





## Transdisciplinary Theme Where We Are in Place and Time

### Central Idea

People have devised ways to make sense of the earth and its environments.

### Lines of Inquiry

Positions and places on earth  
Effects of the earth's rotation  
The development of tools used to make sense of the earth.

### Learner profile

Thinker  
Reflective

### Attitude focus

Creativity  
Cooperation

### Key Concepts

Form, Change, Causation

### Unit dates:

September 10th—  
October 10th

### Teacher Questions

How do you find a particular place on Earth?  
Why are there different times zones and climates?  
Why do some countries practice daylight-saving and some don't?

### Skills outline

In addition to developing thinking and self management skills, we will develop skills specific to science and social studies through a range of learning engagements. These skills include: using and analysing evidence from a variety of historical, geographical and societal sources, using a variety of instruments and tools to measure accurately, and using scientific vocabulary to explain their observations and experiences.

**Learning engagements** include: looking at different types of maps and the information they show, using a compass to locate places in the school, making a map of the school, using Google Earth to identify and locate cities and geographical features, making a timeline to show the development of navigational tools, comparing the direction and length of shadows, drawing maps to scale, and playing games to learn the specific vocabulary for this unit.

For their **summative assessment**, students will independently create a topographical map of a fictitious country. Along with this, they will need to write a report explaining various elements of their country such as its climate and how it is affected by geographical location. The criteria will be given to the students in the form of a checklist early in the unit.

### Language Integration

The writing focus for this unit is writing to describe. Students will extend their understanding of the language and organizational features of a report (such as the use of paragraphs, headings, present tense, and third person) and apply this knowledge in their written description for the summative assessment task. We will also review the language and features of instructional writing. Students will apply this knowledge when writing instructions for how to get from one area of the school to another. They will evaluate the accuracy of each other's directions.

**Maths:** Within the unit we will review reading time on analogue and digital clocks and compare the times in different places in the world (e.g. If it is 10pm in Doha, what will the time be in Tokyo?). Students will also learn the language of position including reading and using a compass, understanding angles (e.g, turn 90° to the north), and using grid coordinates in order to locate places on maps. In addition, we will be reviewing place value and using the four functions to solve realistic problems.

